

The Church School Teacher



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THE
CHURCH SCHOOL
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EDITORIAL

JUST A FEW WORDS

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Just a Few Words

By THE EDITOR

HERE they are—your quarterly “Helps” articles. And we do hope they will help you.

Many of you say they are helpful. And some of you are telling us that the articles form the basis for your monthly Sunday school teachers’ meetings. A superintendent in Iowa said: “Our Sunday school has experienced a revolution since we started your plan for monthly meetings. The teachers attend every time. I think it is the departmental meetings that do the trick!” For a tested meeting plan see *THE CHURCH SCHOOL TEACHER*, November, 1954, page 20.

At Triple T schools the question frequently is asked: “How can we get discipline?” It is a valid question and needs a forthright answer. So, when an article like Elsie Lindgren’s “Discipline” comes along, we are mighty eager to have you read it. Teachers of kindergarten especially will welcome the

article for its specific helps; other teachers for its insight and stimulation to good teaching.

We have not said much about our Sunday school story papers lately. We should, for they are on their way to become the best papers published by any denomination. More important, however, is that the papers are tailor-made for our own curriculum. If your church school is not subscribing, you should ask, “Why not?”

You should ask “Why not?” because every means possible is needed if you are to help your church’s children and young people grow in grace. The hour in Sunday school is important. But linking the Sunday school hour to the home is vital. The Augustana story papers for any given Sunday are built around the same subjects as the Christian Growth Series Sunday school lessons for that day. They help teachers link Sunday school and home.

Here are the facts and figures. The Sunday school paper for the children through Primary Department is entitled 'til 8 *STORIES*. It sells for 80c per year, single subscription; five or more subscriptions, 65c each.

Junior LIFE for fourth, fifth, and sixth graders sells for the same price. *TEEN TALK* for grades seven through twelve costs \$1.15 for the single subscription; five or more, 90c each.

If you wish to have the papers sent direct to the home—we think that is the best plan—pay the single subscription rate and let the Augustana Book Concern worry about the mailing.

Salesman for Neurosis

Years ago a salesman for loud speakers hatched an idea for increasing his sales. Mothers and babies have been growing neurotic ever since.

The idea was a "sound-proof" mother's room partitioned off at the rear or the side of the nave, so mothers of small babies could hold their crying children and at the same time see and hear the church service. For years some of our churches have been saddled with this unhappy arrangement.

A better plan is to have a *nursery* for babies and small children. Some of our Protestant churches employ nurses for the Sunday morning hours; in some, mothers

and other adults take care of the children. A nursery makes it possible for parents to teach Sunday school or to attend an adult Sunday school class. A nursery makes it possible for the parents to actually participate in the worship services without the distractions of the mother's rooms. If you are planning a new church, beware of the mother's room salesman.

Cinerama

High-powered advertising leaves me cold. It seems to me that there is little relationship these days between the advertising copy and the product. That's why I didn't pay much attention to what I read and heard about the motion picture "Cinerama." So I was pleasantly surprised when I saw the picture. In fact I wanted to do what a friend of mine said he had the urge to do—get up and cheer. Another friend said, "This is a picture you should recommend to all families in our Church."

All families can not see it, however, because it won't be coming to every home town. I am told that it costs approximately \$100,000. to equip a theater with all of the projectors and sound equipment necessary to show "Cinerama." But by all means see it if you go to one of the cities where it is being shown—New York, Philadelphia, Washington, Cincinnati, Dallas, Chicago, St. Louis, San Francisco.

San Francisco, Los Angeles, Pittsburgh, Minneapolis, Boston, Detroit, and Montreal.

After the evening I spent in Cincinnati actually flying by plane across the United States, vacationing in Florida, having an evening at the La Scala opera, riding in a gondola on Venice's canals and hearing a magnificent choir sing "A Mighty Fortress," I could only thank God for the wonderful world He has given us and humbly ask Him to help me live in it to His glory.

A Good Book

Miss Swanson of our staff has just handed me a review of a new book by A. H. Jahsmann entitled, "Teaching Little Amalee Jane." Concordia Publishing House has printed it. Miss Swanson writes:

"This booklet, centering around Amalee Jane and her teacher, Mrs. Allsbury, might well be used as a basic course of instruction for future teachers of Nursery, Beginners and Primary children.

"The first three chapters are concerned with Amalee Jane and incorporate child psychology, the laws of learning and the content of teaching as related to Christian education.

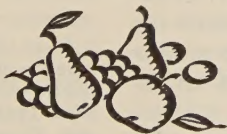
"We become acquainted with Mrs. Allsbury in Chapters 4, 5, and 6 which outline a teacher's qualifications, the importance of adequate preparation and proper methods. Equipment, organization and church-home co-operation are also discussed.

"The two final chapters deal with procedures for pre-session and the class period.

"The style of writing is delightful: very readable and interestingly done."

A Vacation Plan

Would you like a suggestion for next summer's vacation? Go to Cleveland, Ohio, July 27-31 for the National Sunday School Convention. I will gladly send a descriptive folder to all interested.



Discipline !!

By ELSIE S. LINDGREN

HOW often have we cried out in anguish, "What shall I do? The children in my class just won't listen!"

Of course children aren't just a pair of ears! But it is so easy to forget that a child must also see, touch, smell, taste, and always, always be "doing something!" When we remember, we begin to find many of the answers to disciplinary troubles.

For then we become alerted to the need for gathering much illustrative material—a head of time! For each lesson, we hunt up pictures to tell the story; we plan to show the sequence of events on the flannel board with colorful figures—or in dioramas on the work table; we plant real seeds in real flower pots, make snow men on a metal tray, use a magnifying glass to view the marvellous structure of a snow flake—or petal—or butterfly's wing! Real interest is stimulated and meaningful questions are asked by the children who remember the reply because it is an answer to a truly felt need!

Handwork projects now become more than just something to fill in the time before dismissal, or before lesson time. If planned with care, they help a child experience

the thought of the lesson and the become home reminders of the lesson's goal.

Often simple fingerplays or dramatizations with home made costumes make the single lesson a group of lessons a real life experience, pointing up a child's awareness of his relationship to our Heavenly Father and our Saviour Jesus. The lesson is no longer story only, but a true part of the learner.

For it is through activity, and the use of all the senses, that God has planned for children to learn. Only if we acknowledge and fulfill His plan by using our talents and ingenuity, can we be real teachers!

The Unexpected

Yet there are bound to be unexpected storms, sometimes a hard over from an unsettled emotion upset at home. Teachers who a

Elsie (Mrs. Theodore) Lindgren along with her deacon husband and twelve-year-old son, is a member First Lutheran of Montclair, New Jersey. Formerly a teacher of kindergarten in New York City, Mrs. Lindgren now teaches and supervises in church school. She also writes poems and articles for such magazines "Jack and Jill," "Child Life," and Augustana Sunday school story paper.

ady, and on deck early to greet each arrival with a relaxed smile welcome, can set the right emotional (as well as physical) environment for a successful learning period. The shy child is put at ease. The self-deprecating is given task within his ability, to bolster his ego, the unhappy child is won over by being permitted some special little privilege, and a feeling of Christian love and fellowship opens the hearts and the minds. All are eager to co-operate in the activity of learning!

Among the Nursery and children's Beginner and Primary classes a unique type of crisis often arises. Suddenly, when everyone seems absorbed in some story or handwork activity, one child discovers he can produce a fine little noise with feet, fist, crayon, or whatever. His delighted discovery spreads faster than firecrackers on a string! What fun! But how disruptive to the even course of the lesson!

Do you have a solution for this problem? Some Kindergartners (the "gartner" is the teacher of the Kinder," the children. Editor.) have learned to ignore the noisy actions and to set up a counter bid for the lost attention. They begin the popular little fingerplay, "Let our hands so lightly clap, clap, clap..." A few join. Then a few more. Soon everyone has forgotten the silly noisemaking and is busily engaged in the fingerplay. In the

quiet moment at the end, the lesson is resumed as if there had been no interruption, with special care to see that the instigator is really once more absorbed in his constructive activity! Fingerplays are unmatched for breaking up the tedium of any prolonged activity. Little tots have infinitesimal attention spans, and many a piece of simple handwork taxes it. A finger play can point up the meaning of the work and break up the time so that interest continues all through the activity.

Another Technique

Older children, too, sometimes go "out of control." But their excitement is a more conscious product of willfulness. Some teachers, at such a point, simply rise, indicating to the class that they are expected to rise too. Then folding her hands before the children's curious eyes, she prays softly but clearly for the Lord to guide the class back to an attentive spirit, and a loving heart. Without further comment, she sits and the class follows her lead. The class is ready for normal Church School procedure again!

"Problem children" are usually starving children, who somehow have not been able to fill their spirits from the great fountains of Love. Not condemnation but a sympathetic (and not obvious!) awareness of their needs and a spe-

cial effort to meet each unique situation can be the only approach. A visit with the family will often help in understanding the deviations. And a talk with our pastor can give the situation a hopeful new perspective!

Discipline? We've found some of the answers. They all add up to a new alertness and more thoughtful preparation!

But mainly we find ourselves coming more often to God, praying for His blessing on each pupil

as we mention him by name. We grow increasingly grateful to our Heavenly Father for the privilege of working with each special personality, and ask for His guidance that our love and understanding be adequate! Especially do we ask that the power of the Holy Spirit might fill us, for tackling the problems of discipline is a humbling experience and we learn that it is indeed not ourselves, but the power from God within us that can accomplish His Will among us.



Evaluate Your Teaching in Terms of the Learner

By MARIE SHUPE

THERE are various ways to look at teaching to judge its effectiveness. Clear, definite goals, right use of materials, and wise selection and use of methods are all points against which teachers must continuously check their teaching.

Perhaps the ultimate test of the effectiveness of teaching is in terms of the desired learning that results. This directs our attention to the learner and what happens to him as a result of our teaching.

A teacher must know many things about his pupils and on the basis of this knowledge make learning interesting, vital, challenging.

Age Group Differences

Although there is no set pattern to which children conform in their growth and development, they do have general traits which are more or less common to a given age group. It is important that a teacher takes into account these

common characteristics of the class he is to teach. The wider the age-span within a class, the more difficult this becomes.

One question a teacher must learn to ask himself is this: "Is my class ready for this lesson as I plan to teach it? Have I brought it within the interests, needs, and abilities of this age group?"

Individual Differences

Each person in any given class is an individual with his own distinctive personality. There is no other person in the world exactly like him. To become aware of this fact is a first step toward better teaching. To understand something of the individual differences within a group and realize that the members of this group cannot all be treated alike is a close second.

In any class of any age there will likely be at least one brilliant

child and one slow learner, with the others falling somewhere in between. There may be the full range from the timid child who prefers not to talk at all to the over-aggressive one who would like to talk all the time. There is the well-adjusted, co-operative child who is eager to try anything that the teacher suggests and at the other end of the line is the inattentive, listless one who seems bored and indifferent to what is going on. How can a teacher plan a session that makes learning "interesting, vital, and challenging" in the face of such a situation?

In addition, there is the whole matter of home background to consider. Tommy was baptized when a baby and has grown up in the spiritual atmosphere of a truly Christian home. Mary's spiritual background is the exact opposite of Tommy's, yet they may sit side by side in your class. Under such different conditions of soil and climate, how to plant and cultivate the seed of the Word of God that it may bring forth fruit is the challenge that every church school teacher must meet.

Teaching is an individual process, a personal matter between two individuals, teacher and learner. Each member of your class is a *person* first, then a *learner*. Only as the importance of persons as individuals is recognized

can a friendly, happy, personal relationship, so essential to effective teaching, be established between teacher and pupil.

Adjustment to the learner must be taken into account at two stages of one's work as a teacher.

1. As you write your session plan think of your class—their ages, needs, interests, and abilities. But more specifically, think of Billy and how you will reach and teach him. What is his particular need, interest, and ability? What can you do at each step in the session to help him grow in Christian knowledge, faith, and life? How can you give him an opportunity to express himself in the way that is best suited to strengthen his faith, personality, and character? Consider your session plan specifically in terms of Billy. Then think of each child in turn in a similar fashion and finally as you build your session plan, make it a composite to include the needs of the entire class.

2. As soon as possible after teaching a lesson, think back on what actually happened in class and ask yourself, "Where in the carrying out of my session plan did I succeed, and why? Where did I fail, and why?" Your answers will provide the key to your self-evaluation and to your subsequent growth toward becoming a more effective teacher.

The Value of Reading to Children

By RUTH PECK McLEOD
National Kindergarten Association

HOW can you remember all of the characters in *David Copperfield*?" said a high school student to her chum.

"Because when I was a child father read aloud almost every evening while Mother sewed, and being English he selected many of Dickens' books," the girl replied.

Brings Out Beauty

One of the best methods of educating a child in an entertaining fashion is to read aloud to him regularly. Nothing brings out the beauty of literature more than hearing it read by some good reader. A former teacher, now blind, told me the other day that he had never really appreciated certain masterpieces until he had heard them read aloud through the "talking books." He confessed that he had skimmed over a great part of the books when he had his eyesight.

Hearing good literature read makes an indelible impression upon the young child. The parents should begin with simple stories and gradually work up to the more advanced reading. One young mother I know, well-trained in

child development methods, was convinced that by reading stories to her three boys every night they would be greatly helped in writing compositions. The boys made scrapbooks with appropriate pictures to illustrate some of the stories she had read.

We adults know that frequently new words come to our minds seemingly by magic, but we can usually trace them to some speaker or some commentator who has used them. Hearing new words pronounced correctly is of far more value to us than merely reading them, for all too often we do not take the time to look up the correct pronunciation.

Builds Vocabulary

There is no better way to build a child's vocabulary than by reading aloud to him. He hears a new word, asks the meaning, and soon that word is fixed in his mind. Every parent should be extremely patient about this, answering all inquiries, if the child is to reap the full benefit of the reading.

The child who has been in the habit of hearing stories read aloud

at home makes the more attentive, alert listener at school. Without realizing it, children retain certain phrases and eloquent passages from the various gems of literature they have heard. Have not we adults at times been astonished to find that we could quote poetry or prose learned while very young and of which we had not thought since childhood? It is the knowledge acquired at an early age that really remains with us through the years and to maturity.

Hearing the Classics

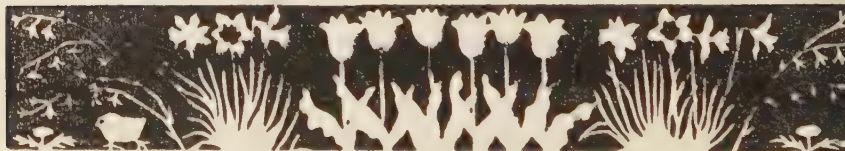
Some people at first ridiculed Charles Laughton's assertion that the public would enjoy having books read aloud to them. However, his numerous engagements and the packed houses that followed were proof that people delight in hearing the Bible, Shakespeare and other immortal classics

read aloud to them, especially by a great artist.

Conversation Pieces

Where there are several children in a family, interesting discussions about various stories arise at the table or when out riding. At such times parents have the opportunity of telling facts about the authors, relating how many of their books are based on actual happenings.

If a child thinks he would like to pursue some particular profession, he will enjoy hearing articles on related topics, such as astronomy, chemistry, and architecture. Parents will be amazed at the ease with which a youngster will master technical terms when he is interested in a certain subject. There can be no better preparation for a child's success in almost any vocation than by taking the time to read aloud material that appeals to him.



Helps for Teachers of Beginners

Christian Growth Series, Beginners II, Third Quarter

There was a child went forth one day
To learn of God.
To the place called the house of
God he went,
For a certain hour one day in seven.
And that hour became a part of
him for all the years stretching
ahead.

The teacher's smile became a part
of the child,
The look of understanding in her
eyes and the welcome in her
voice,
The love of her for God and for
little children—
All these became a part of the child.

THIS bit of philosophy, appearing on page five of our Teacher's Guide, makes us aware of our responsibility as teachers. It challenges us to such preparation that the look of understanding in our eyes and the welcome in our voice will be evident rather than the distress of unpreparedness which seems to say, "I don't know what to do."

So as we begin the second half of the year let us resolve to use available resources to help us become *prepared* teachers.

"Thoughts and Plans"

We have a Teacher's Guide with material that is very well organized. An excellent explanation of the various types of activities included in each lesson plan is found on pages 6-8. It will not be necessary for us to use all the various suggestions nor to follow the order given, but the material is there for us to evaluate and rearrange to fit our plans. The section "Thoughts and Plans" in each lesson plan gives us insights on understanding children, how best to present the Bible story to them and how to relate its lesson to Christian living. The suggestions for pre-session activities titled "As the Children Come," usually outline some motivational device to secure interest in the day's lesson. We should make use of these suggestions and begin our teaching *when the children arrive*.

Aids to Teaching

At least three other available teaching aids should be studied along with our Teacher's Guide. First, a good Bible story book to help us with our story telling. We again recommend Marian's Big Book of Bible Stories by Marian

Schoolland; also the Christian Growth Series picture sets. We must consult the guide which was outlined to help us correlate them with our teaching plans. And, "God's Children Everywhere"—the Beginner-Primary missionary packet, which provides specific help in integrating mission study with our regular lessons. It can be ordered from the Women's Missionary Society, 3939 Pine Grove Ave., Chicago 13, Ill.

Before we make plans for each unit, let us think of the quarter as a whole. The first three lessons complete the unit, "Jesus, the Children's Friend" which was begun last quarter. The second unit, "Helping Jesus Where We Live," seeks to encourage growth in Christian living, the third desired outcome of our curriculum. Lastly, "A Bible Boy," the story of Timothy, gives help in guiding growth in Christian faith, the second desired outcome of the Christian Growth Series.

To refresh our memories, let's read the desired outcomes of the curriculum—page four of the Teacher's Guide. As we consider the lesson aims we need to think in terms of these general aims. Each lesson usually has two aims. The more obvious one is to acquaint our children with Bible stories and truths, but the more important one is to help them make these truths effective in their lives. As we study

each Biblical basis, let us determine the reason for using that story with our fours and fives. We need to evaluate the aims as stated in the Teacher's Guide and, if necessary, restate them to meet our local needs more adequately.

Unit A

If the suggestion given in the December CHURCH SCHOOL TEACHER has been followed we must get back on schedule. The review outlined under the caption "Story Time" and "Activity" in Lesson 3 will make that possible. Using it on April 17, as a culmination of the unit, we can incorporate Lesson 2 which we will miss because of special Easter observances.

For this review it would be well to mount the leaflet pictures for Lessons 9, 11, 12 and 13 of the second quarter and 1 and 2 of the first quarter. Substitute a picture of the Feeding of the Five Thousand for the one on the leaflet for Lesson 10. The leaflet for Lesson 5 of the first quarter of Beginners I has no such a picture.

Unit B

Unit B is probably the most practical one of our curriculum. Such concepts as self-control, consideration of others and a respect for their belongings, the idea of good neighborliness and sharing are used "to help the beginner

grasp the idea of Christian service to others." It closes with a lesson on the Christian attitude toward Sunday.

Pre-session suggestions for this unit, in addition to those in the Teacher's Guide, might include: listening to stories from books with short texts:

"If Jesus Came to My House"

—Thomas

"Growing Pains"—Taylor

"With My Whole Heart"—Heron

"Davie Decides"—Andrews

Reviewing previous lessons by using:

Cork figures made as described on pages 27-28 of the guide.

Flannelgraphs, secured commercially or made from unused leaflet pictures.

The lessons of this unit should lead our children to understand that they can serve Jesus, in various ways, wherever they are. The memory verses have been chosen with that in mind. In teaching memory verses we should, if possible, incorporate them naturally into our story telling, discussions and conversations, rather than teaching them by rote without connection with the rest of the lesson. The stories will give meaning to the memory verses.

A variety of activity suggestions are included in each lesson plan. Perhaps we will find, in evaluating them, that some may be more ef-

fectively used during pre-session than following story time.

Discussions such as those suggested under the caption "Picture Time" would be good summaries of each lesson. For variety, let's have an occasional visit to the picture gallery as described on pages 39-40. The children will love it!

Unit C

The lessons of this unit aim "to lead the beginners to want to serve Jesus as Timothy did." The memory verses contain the substance of the application aim of each lesson, emphasizing knowing and living the Bible and telling others about Jesus. The leaflet stories, though based on fact, are largely imaginary since only little is known concerning Timothy.

Unit B emphasizes Christian service in daily life, but this unit gives us an opportunity to discuss some special areas of service; for example, the work of pastors, deaconesses and missionaries. Notice the supplementary story on page 60 of the Teacher's Guide.

The excellent lesson outlines of this unit give definite suggestions for procedures and activities to help us lead our children "to want to serve Jesus."

And a Reminder

Although based on Bible teachings, most of the leaflet stories of this quarter are stories of child life

which bring the lesson truths close to our children's everyday living. It would be well to use a Bible story in class and leave the leaflet story to be used by parents as a follow-up on concepts which we introduce. We must check each leaflet's note to parents. If the Biblical basis of the day's lesson is not

given, we should include it and talk about it in our summarizing discussion.

May we prepare each lesson of this quarter so thoroughly that we can approach our classes with attitudes which bespeak of our "love for God and for little children."



Helps for Primary Teachers

Christian Growth Series, Primary II, Third Quarter

TIME between halves! The coach goes into a huddle with his team. There is a critical evaluation of the plays of the first half and a definite outlining of strategy for the remainder of the game. From that huddle emerges a team which, because of well laid plans, might well drive on to victory. Incidents such as this have been common occurrences at recent ball games throughout the country.

We are at that point now in our church school year. Time between halves — time for evaluation and time for advance planning. So, primary teachers, let's get into a huddle.

What have we done during the first half?

We have acquainted our children with the kind of living described in the Bible including life and customs of the people and the geography of the land. We have

used the Christmas stories to develop a sense of nearness to God at any time in any place.

In our advance planning we'll consider only the third quarter now. So, what are we going to do and how are we going to do it?

We will have a simple study of church history and one of Bible pictures. The section, "Guidance for Teachers," in our guide has this significant advice: "well in advance of teaching the first lesson the teacher should make a thorough survey of all the material found in the Teacher's Guide and the leaflets." We would add to that: "explore other available resources." However, we will hasten to concur with another suggestion, also appearing in our guide, "no plans can adequately meet the needs of all groups in all Sunday Schools." Therefore, we must get into a huddle and plan our own "strat-

egy," if we wish to call it such, by adapting the wealth of material we have been given in each of the lesson plans.

Unit A

Unit A, "How the Church Grew," is a continuation of Unit C of last quarter. However, in order to get back on the beam, which we left to have an Easter service, we will need to combine lessons 1 and 2. (See December CHURCH SCHOOL TEACHER) This will not be difficult because the stories follow in Biblical chronology and may be woven into one very easily. This unit is not only a study of the development of the early Christian church but also a study of evangelism: home, foreign and social missions. The aims of these lessons are such that we have a great opportunity to challenge the primary children to take part in the missionary program of the church. Who knows? We may be teaching future missionaries!

In order that we, as primary teachers, will be able to help our children to a better understanding of the subject of this unit, we need to add to our own information and to bring it up to date. The following resources will be good additions to the excellent outlines in our guide.

1. The film, "Fire Upon the Earth," and the filmstrip, "The Story of the Christian Church,"

each give a quick review of church history of the past twenty centuries. Both are available from our Audio-Visual Service.

2. Up-to-date information concerning the various phases of our church's missionary program:

- a. *Augustana Overseas, 1955*, is a résumé of our foreign mission work. In it we will also find a list of other available resources for teaching and presenting foreign missions.

- b. See, a pictorial folder which tells the story of American missions. It and various other materials concerning the work of American missions can be secured by writing the Board of American Missions.

- c. Several conferences and local areas maintain institutions such as, children's homes, homes for aged and hospitals. Our pastors may have information concerning them or we may write directly to those institutions.

3. *God's Children Everywhere*—the beginners-primary missionary packet, gives help in integrating our mission study and worship services with our lesson material.

Then, the materials listed below can be used with the children:

1. The book, *Good News Tell*, by Taylor is the story of the beginnings of the church, written for the primary children.

2. The filmstrip, "Be a Missionary," presents a home mission cha

enge. There is an accompanying script, but we may wish to do our own narrating.

3. Pictures.

a. Christian Growth Series Picture Sets.

We should consult the guide accompanying each set for proper correlation with the lesson material.

b. Bulletin board displays relating to different areas of missionary activity using human interest pictures sent from the various fields, foreign, American and local, can be arranged.

The memory work for this unit should include the Third Article of The Creed. "I believe in the holy Christian Church, the Communion of Saints" can be appropriately discussed and explained at this time.

We have a wide range of activities to correlate with each lesson, but most of them are suggestions for handwork. We need also to emphasize other types of activity such as sharing and local evangelism, which could be continued throughout and beyond this unit. (See suggestions pages 27 and 32)

Unit B

"Bible Pictures" is a series of picture studies; however, unless we also emphasize the application aim of the lesson we will merely develop an appreciation of the beauty of some artist's conception of a Bible story. We must be constantly

alert to every opportunity we have to make application to the child's everyday life.

The book, *Christ and the Fine Arts*, by Cynthia Pearl Maus has excellent interpretations of the following pictures which we study in Unit B: Sistine Madonna, The Workshop at Nazareth, Healing the Sick Child, Christ in Gethsemane.

The following pictures from the Christian Growth Series sets are applicable and can be used with the stories included in this unit:

Lesson 8—B I No. 15, P I No. 2, P II No. 1

Lesson 9—P I No. 4, P II No. 7

Lesson 10—B II No. 3

Lesson 11—B II No. 10

Lesson 12—P I No. 7, P II No. 12

Lesson 13—P III No. 17

Again, as with Unit A, the guide gives a variety of activity suggestions including some of a missionary nature. We should check *God's Children Everywhere* for proper integration.

We need to use each opportunity we have to make church-home contact. We may plan to adapt the review of this unit as described on page 64 and use it as a sharing session with the parents as guests.

When we leave our department huddle, each of us will go on studying, planning and adapting each of the thirteen lessons of this quarter,

fully aware of the fact that it will take time and effort but convinced also that the Christian growth ac-

cruing in the lives of boys and girls will repay us for the extra trouble involved in such adaptations.

There is a Man on The Cross

Whenever there is silence around me
By day or by night—
I am startled by a cry.
It came down from the cross—
The first time I heard it,
I went out and searched—
And found a man in the throes of crucifixion,
And I said, "I will take you down,"
And I tried to take the nails out of his feet.
But he said, "Let them be
For I cannot be taken down
Until every man, every woman, and every child
Come together to take me down."
And I said, "But I cannot hear you cry.
What can I do?"
And he said, "Go about the world—
Tell everyone that you meet—
There is a man on the cross."

ELIZABETH CHENEY
—from "Christ in Poetry"

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate II, Third Quarter

DURING the past six months the Intermediates have been studying "What's in the Old Testament." Through it they have seen God's patient dealings with his sinful people, and the gradual unfolding of his plan for mankind's redemption. That plan of redemption was completed when Jesus came, lived, died, and rose again.

The second quarter ended with the assertion that the world needs a Redeemer. The third quarter, *How Old Am I?*, begins with the assurance that Christ is that Redeemer, and He leads us always. Easter carries this message of hope for our world. *We are old enough* to follow his leadership and live a wholesome, witnessing, Christian life—one that can help bring this message to all mankind.

The author suggests that lesson be taught on Easter Sunday if Easter comes after the quarter begins. Therefore this year the Intermediates should study lesson 2, "How Old Am I, and What Am I Becoming?", on April 3, and lesson 1 on April 10. That order will also be followed in the *Teen Talk*

Sunday school papers which correlate with the lessons. This rearrangement will not destroy any continuity of thought. Rather it can strengthen our approach to this vital quarter.

And a vital quarter this is! Everyone today seems concerned about the teen-agers of America. Juvenile delinquency is alarming. The church is losing thousands of youth each year. Actually many of these were lost before Confirmation, although they outwardly went through the service of Confirmation. We teachers of Intermediates must realize our responsibility for helping these early adolescents relate the great religious truths of the Bible to their everyday life.

If you have not seen the sound filmstrip, *Teaching the Bible to High School Youth*,¹ ask your Sunday school superintendent to secure it for the next teachers' meeting. Also, secure a copy of the 271-page book, *Better Ways of Growing Up*,² by Crawford and Woodward. Both are excellent aids to any adult working with today's youth.

To help you better understand

the Intermediates themselves, as well as children of other ages, we recommend the sound filmstrip, *As the Twig Is Bent*,¹ and the 95-page booklet, *Understanding Our Pupils*,² by Haker. Any other resource on child development or the psychology of adolescence would be helpful. The health textbooks which your pupils are studying in school, such as *You're Growing Up* and *Into Your Teens*, by Schacter, Jenkins, and Bauer (published by Scott, Foresman, and Company) can also help you achieve this purpose.

A glance at the contents page of our new quarterly shows us that these thirteen lessons are not divided into units. All are planned to accomplish the aim as stated on page 5 of the Teacher's Guide:

1. To help the intermediates face in a Christian way the problems of change which confront them because of their growth and circumstances.

2. To guide intermediates in growth that will help them maintain "Christian poise or adjustment in a continuously changing world."

In the missionary correlation material, *Christian Growth Through Sharing*, Intermediate II,³ three units of study are outlined which we may follow in our teaching. Lessons 1-4 concern intermediates "In the Home." Lessons 5-10 help pupils understand themselves "Among Good

Friends." The last three lessons help in "Preparing for the Future."

Lessons 1-4 "In the Home"

These lessons should help us realize that Jesus leads us in our homes as we adjust from the dependent-on-parents status of childhood to the becoming-grown-up and-independent status of adolescence.

Many families have successfully experimented with family councils. Through this the children help make decisions about social activities, money, clothes, television programs, household responsibilities, late hours, and many other matters of family living. They also discuss and decide together the time and plans for their family worship. Sunday school lessons provide logical themes and texts for family devotions.

Intermediates should also be developing independent methods for private devotions. The section "Courage, Wisdom, Strength," of the *Teen Talk* Sunday school papers provides just the help needed as the Intermediates develop their habits of personal daily devotions.

Lessons 5-10 "Among Good Friends"

Just as Jesus is with us as we adjust to a new status in our homes. He is with us as we adjust to the more exciting social life of an ado-

escent. Intermediates are growing out of the period of life when their social life and playmates were selected by their families. Now they are choosing their own friends and are being chosen as other people's friends. Their ability to make good friends is no doubt one of the most important things in the "world" to the pupils we are teaching. We must help them know that Christ can help them in this adjustment.

Our text is a wonderful help to us and to our pupils. Many public school texts are also helpful. Teachers should plan to have a copy of the pupils' public school health text in class when lesson 5 is introduced. Not only will it help them all understand their growth better, but it will help relate the school studies to Christianity.

Balanced Living

The book, *Better Ways of Growing Up*, by Crawford and Woodward, may be introduced to the pupils toward the close of this lesson on balanced living. The teacher may read one or two of the most applicable self-checks and show the pupils the book that is being added to the library. Another aid is the 5-cent mimeographed study by Gerald K. Johnson, "Because God Made You,"⁴ which the Augustana Board of Youth Activities distributes. Most ninth graders will be interested in these re-

sources, but many seventh and eighth graders may not be ready for them yet. Nevertheless, they should be accessible and introduced with this quarter, although some of the pupils may not read them for another year or so.

Christian Stewardship

Beginning with lesson 7, the main emphasis is on Christian stewardship. Stewardship of money, time, and talents are all considered. The new booklet, "My Stewardship Account,"² reviewed in the November, 1954, CHURCH SCHOOL TEACHER, should be given to all intermediates who do not already have one or who have not already outgrown it. It is selling at 15 cents each or \$1.50 a dozen. For the more mature intermediates, the plan outlined in the booklet, "Living High in High School,"⁴ may be more practical. Our study books outline plans for pupils to follow as they record their stewardship of money, time, and talents. Perhaps some pupils would rather make their own personal account book, while others would prefer using "My Stewardship Account." Either way, each pupil should be urged to develop a satisfactory plan for keeping account of his stewardship for a reasonable period of time.

Lesson 9 concerns good times with friends. Our churches must provide opportunity for intermediates to have fun with each other.

If you already have a Confirmation League or frequent parties for the intermediates, evaluate them with the class during this session. Help the pupils know how they can have good times at them as well as at school affairs. If your church has no social activities for your pupils; plan to have one soon.

The Board of Youth Activities distributes these and other helps for organizing and conducting Leagues: "Confirmation Leagues," 10c; "Group Games," 5c; and "Games for Young People," 35c.⁴

Lessons 11-13

"Preparing for the Future"

The aims of the rest of the lessons are identical with one of the chief purposes of the Luther League. As you study lessons 11 and 12, stress the importance of school now as a place of Christian service and stewardship as well as a place to prepare for continued Christian service. An aid for this is the booklet, "Living High in High School"⁴ @ 35c or 3 for \$1). It could be given to pupils as gifts upon graduation from eighth grade or junior high school.

The 20-minute colored filmstrip with recordings, "Who Will Go?" or "A Job for Judy,"¹ (each renting for \$2.50) recommended for Confirmation Class Teachers in the

December, 1954, CHURCH SCHOOL TEACHER, could be shown at the League meeting or class get-together during June. Either should create interest in the Luther League as well as help pupils prepare for future vocations.

Carl Sandgren's booklet, "This Is Your Church,"² gives information about our church colleges and missions which is needed with lessons 11 and 12.

Missionary Education

Christian Growth Through Sharing, Intermediate II,³ also will add to these two lessons by giving information about our various mission schools. The fine worship services and suggestions for missionary study which go with each of the units should help us know that just as Jesus is with us as we are growing out of childhood, He is with other individuals, everywhere. He wants them, as well as us, to follow Him.

¹ Available for rental or purchase from the Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota.

² Available for purchase from Augustana Book Concern, Rock Island, Illinois.

³ Available for purchase from Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.

⁴ Available from Augustana Board of Youth Activities, 2445 Park Avenue, Minneapolis 4, Minnesota.

Helps for Teachers of Juniors

Christian Growth Series, Junior II, Third Quarter

NO DOUBT by now all of the juniors have been introduced to the Catechism. They've studied parts of it in connection with other quarters of the *Christian Growth Series*, and in Vacation Church school. But this is the one quarter when they study it as a book—the book which Martin Luther wrote over 400 years ago to help people understand the truths of the Bible.

Each pupil should have a copy of the Catechism for this quarter as well as for future use. Copies of the version your pastor uses for his confirmation classes should be secured for each junior. Thereafter, the pupils should use these whenever their lessons refer to the Catechism.

Since many juniors are already familiar with the Catechism, much of the conversation in the Study Book might seem juvenile to them. Therefore, better than going through the Study Book word for word, the teacher should use it and the Teacher's Guide as aids to

studying the Catechism itself—much as Miss Luce of the Study Book does.

Both the Teacher's Guide and the Study Book contain a wealth of suggestions for pupil activities. From these teachers in the Junior Department should plan in advance for certain groups of children to undertake certain projects while other groups do others. Then as a culmination for the quarter all should pool their products for a final exhibit (as described on pages 61 and 62 of the Teacher's Guide).

Some of the suggested activities should be done by every junior, such as "Adventures in Bible Reading." *Junior Life*, the Sunday school paper for juniors, will feature these same Bible references in the section, "This Week in Your Home Devotions." Since the home has the greatest influence of all environmental factors on a child's development, teachers should do all in their power to encourage and help the parents of their pupils to

read and discuss the Bible in their family worship. Juniors can easily develop wrong habits of Bible reading if they read references which are beyond their understanding, and if they have no opportunity to discuss them and make application to life.

The Day-by-Day Travel Record is another suggested activity for the entire quarter. This may be chosen as an individual project, a class record book, or a committee task. Perhaps the boys in the class can make one book and the girls can make another. Good references for many of the suggestions are Browne's *The Graphic Bible*¹ (for map work) and Vos' *Child's Story Bible*¹ (for retelling Bible stories).

*Basic Christian Teachings*¹ by Heineken is the book of the Leadership Education Series most applicable for teacher's enrichment reading and study for this quarter. Every Sunday school teacher should read this book! The book's 144 easy-to-read pages give the help needed for clarity on the basic teachings of our church.

Whether one teaches in a large, modern educational building or in a small one-room church, the aims for this quarter are the same: *to lead the juniors into a simple grasp of the main parts of the Catechism and their Biblical basis, to motivate the thorough memorization of its skeleton parts, and to cultivate Christian living as an outgrowth of*

the study.

Although its contents are not subdivided into units, the quarter may be considered as being divided into the same sections as the Catechism:

Lessons 1-5—The Ten Commandments

Lessons 6-8—The Apostles' Creed

Lessons 9-11—The Lord's Prayer

Lessons 12-13—The Sacraments

The Ten Commandments

In lessons 1-5 the Ten Commandments are studied and learned. Beginning on page 18 of the Teacher's Guide, an additional activity of making a relief map is described. This would make a wonderful pre-session activity for the entire Junior Department, for a committee of fifth or sixth graders, or for an individual group. When the Ten Commandments are studied the map committee should place the suggested road markers at the proper places to show the importance of laws which God guided the Israelites. The Teacher's Guide describes this interesting and worth-while project.

The filmstrips of the Catechism Visualized Series, *The Ten Commandments*,² may be reviewed by the teachers as they prepare to teach the commandments to juniors. One or two of the filmstrips or parts of them, may be shown

the juniors, too—at least to the sixth graders—although these aids are especially recommended for intermediates and older persons.

The biography by McNeer and Ward, *Martin Luther*² (\$2.50) is an interesting book to introduce for the juniors' own reading. Pupils who read it should be given opportunity to share some of its interesting accounts with the rest.

The missionary worship service number VII, "Helpers in God's Kingdom—Social Missions,"³ should be conducted at the close of lesson 4 when neighborliness is studied.

The Apostles' Creed

The Apostles' Creed is studied and memorized in lessons 6-8. One interesting and simple unit project for a group is the triptych described on page 42 of the Teacher's Guide. The completed product makes an appropriate worship center picture for this and the following units. Perhaps each pupil could make a smaller triptych to take home and set up for the family worship center.

Filmstrips² of the *Apostles' Creed Visualized* series are valuable resources for teacher's own study. The colored filmstrip, *Creation*, also may be shown to the children with lesson 6.

Missionary worship service number VIII,³ "Led by the Spirit—

Negro Missions," may be presented for the entire department at the close of lesson 8, "The Holy Spirit and His Work."

Lesson 8 also introduces Pentecost Sunday, which will be observed on the following Sunday, May 29. Teachers should help the children prepare for and appreciate this important date in the church year.

The Lord's Prayer

Lessons 9-11 present a study of The Lord's Prayer. Again, *Catechism Visualized* provides wonderful resources in the filmstrips² on *Christian Prayer* and *The Lord's Prayer*. *Christian Prayer* very profitably could be shown to the entire Junior Department on one of these Sundays.

On page 58 of the Study Book there is a suggestion that the juniors make individual booklets of prayers. This is a good project for the entire unit. The juniors may write prayers inspired by the various petitions studied.

The \$1.25 book by Bill and Bernard Martin, *Teach Me to Pray*,¹ is an excellent book for younger juniors to have in their own homes. There should be a copy in your church school library. Then it can be recommended to parents of primary and junior children. Families can read it together at family devotions.

The Sacraments

Filmstrips² on *Baptism* and *The Lord's Supper* are available to help the teacher prepare for the two lessons concerning the Sacraments. Certainly all teachers want their pupils to gratefully appreciate God's gifts which they received in Baptism, and to look forward in joyful anticipation to the time when they will share in the Lord's Supper.

The study of Christian Baptism leads naturally into an appreciation of the all-inclusive outreach of God's love. Therefore lesson 12 is the opportune time for the missionary worship,³ "God's Family Around the World."

On these Sundays plans should be made and carried out for a culmination of the quarter's work. Helps for planning an exhibit are given with lessons 12 and 13 of the Teacher's Guide. Parents should be invited to this exhibit. Have it either on the last Sunday of the quarter or at a special meeting.

For Advanced Juniors

For advanced juniors, parts of Nordgren's *The Catechism in Life Today*¹ and Joelsson's *A Boy Meets Luther*¹ may be given as

special assignments. Nordgren's worktext is used in many confirmation classes. It makes application to life of the teaching in the Catechism. *A Boy Meets Luther* is an American translation of a Swedish book. In it a boy tells how his father taught him the Small Catechism. Included are many delightful stories illustrating parts of the Catechism. Both books should be read by teachers before assigning any portions to the juniors.

Through this quarter's study each junior should have gained satisfactory understanding of the main parts of the Catechism and their Biblical bases. Each pupil should have memorized the skeleton parts of the Catechism. And each junior should have made forward strides in Christian growth as expressed in Christian living!

¹ Available for purchase from Augustana Book Concern, Rock Island, Illinois.

² Available for purchase from Audio Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota, or Augustana Book Concern, Rock Island, Illinois.

³ Missionary correlation packet, *Christian Growth Through Sharing, Junior II*, available for 65c from Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.



Junior Is One of the Gang

By HILVIE MAE OLSON

THE AIM of teachers of juniors in the church school is to assist the 9, 10, and 11-year-olds, as they grow toward maturity, to faithfully keep the gifts of grace which they received in baptism. In fact, the desired outcomes of the entire Christian education program is that *all may sense a Fellowship with God in order to personally accept and understand the Christian Faith and express it in Christian Living.*

Highest Ideal

These fourth, fifth, and sixth graders in school are an active, eager, and alert group of children. While they are not growing rapidly physically, they are quickly approaching maturity in motor skills and reading efficiency. In fact, they can do many things as well as an adult, but their attention span is only half as long.

To a junior, as well as an intermediate, the highest ideal is physical courage. That's why "Junior's" hero is usually a person of physical prowess and courage—oftentimes one who has succeeded in spite of handicaps. Since the junior is at the stage where he be-

comes very conscious of his own imperfection and commonly expresses feelings of inferiority, this hero worship can do much to help the child respond favorably to failure—as the hero did—and gain more confidence in himself.

Although the junior's hero has a tremendous influence on his character development, we must not overlook the peer-group influence. What the other members of his own gang say and do becomes more important than what the parents or teachers say. Likewise, what "Junior" says and does makes a great impression on the other members of his social group. Therefore, rather than expecting the junior to obey us blindly, we teachers and parents must provide ample resources and guidance so that the child may make more and more of his own decisions.

The Challenge

This presents one of the great challenges of our church school. We must help the child know that Christ can guide him in his decisions of life today. We must help him learn and practice Christ's rules for living. A Christian jun-

ior can influence his gang to refrain from harmful play. In fact, many Christian juniors have led their gangs into constructive rather than destructive practices.

To guide the juniors during these important years of their development, the church school teacher must study the needs and interests of the pupils, the resources and tools available, and then plan units of study to employ these resources to meet the needs of the children in their environment.

Some Helps

Excellent help for understanding children and learning how to work with them effectively is given in these and other booklets available from Augustana Book Concern: Alexander, "METHODS FOR WORKERS WITH JUNIORS," (40 cents), and Haker, "UNDERSTANDING OUR PUPILS," (65 cents).

For nurturing the child's Christian growth, the Bible is our basic source. As Nolde and Kaufmann wrote in the booklet, "THE BIBLE AND ITS USE," "The Bible is God's instrument which he has used to make himself known to men, and through which he has effected, and is effecting, the spiritual transformation of human life. The Bible itself claims to be the record of God's revelation and

the means whereby God moves men to a saving faith and a godly life." We, as teachers of juniors, need to help the children grow in the use of the Bible so that it may be a means whereby God moves *them* "to a saving faith and a godly life."

The curriculum of the CHRISTIAN GROWTH SERIES is an excellent resource for teaching the Bible to children so that it is meaningful to them at each stage of their development. It also employs other Christian resources such as the catechism, church history, and present day church resources.

Bible and Catechism

The three-year-cycle of the CHRISTIAN GROWTH SERIES for the Junior Department includes the entire Old and New Testaments, together with a brief study of our church history and our present church fellowship. Along with it portions of Luther's Catechism are taught as they help accomplish the lesson aims. One quarter of the series is devoted to the study of this book which Martin Luther wrote to help people understand the basic Christian teachings of the Bible.

It is important that the teacher understand the complete Junior cycle of the Christian Growth Series to use any one quarter

Effectively. Descriptive folders of the complete series, "Christian Growth Series at a Glance," are available for the asking at Augustana Book Concern, Rock Island, Illinois.

Besides the Teacher's Guides, Study Books, Bibles, and Catechisms, the leader of juniors will need maps, a Bible atlas, a Bible dictionary, Bible story books, pictures and filmstrips.

Planning

But these tools don't do the teaching. Each teacher must do her own planning to accomplish definite aims with the children she teaches. Much of this planning can be done together with the other teachers of juniors at the regular Church School Teachers Meetings. For detailed planning, however, each teacher must consider the particular needs of each pupil in her class and his or her abilities and interests.

For each worker, a study of the Bible basis for the quarter, the unit, and the lesson, is an important first step in preparation. From the basic truths of that portion of scripture, an aim is developed to guide further preparation. The aim must not only be to teach the content of that text, but to help the child apply its truth to his own needs and experiences. The

Teachers Guide includes some explanation of the Biblical basis and an outline of the aims, but each teacher needs to make a more complete study and adapt the aims to her particular situation.

Books

Books of the Teacher Training and Leadership Courses listed on pages 184 and 185 of the 1953-54 Augustana Book Concern catalogue are superb resources for this background study. Books of special value are Nolde and Kaufmann, *THE BIBLE AND ITS USE*; Cooper, *THE STORY OF THE OLD TESTAMENT*; Hiltner, *THE STORY OF THE NEW TESTAMENT*; Alleman, *THE OLD TESTAMENT—A Study*, and *THE NEW TESTAMENT—A Study*; and Heineken, *BASIC CHRISTIAN TEACHINGS*.

With the lesson aims clearly defined, the teacher plans her lesson. She studies the Teacher's Guide and Study Book to see what is suggested for the pre-session and for the exposure to the main Bible study. She notes the plan for repeating and discussing the lesson to make sure the children understand it before any memory work is assigned or application is attempted. After studying the plan carefully the teacher revises it to suit her own situation. If there is too much material for one session some of it will be selected for pres-

entation in classtime. Other parts of it may be selected for group or individual assignments, and parts of it may be omitted entirely. Sometimes other methods should be substituted entirely to accomplish the aim with the particular group.

Differences

Provision should be made for individual differences among the children. In every class, no matter how closely graded, there are some children who can read much more easily than others, while others are more gifted in singing or drawing or writing or acting. Some have definite traits of leadership. Some want attention—by any means!

Each child has some weakness which can be the basis of a feeling of fear and inferiority, but also some strength which can become the basis for a sense of confidence and achievement. This inferiority feeling may be expressed in various ways—by regression or aggression. Attracting attention by loud talking, boasting, rough play, unco-operativeness, and other “mis-behaviors” are all symptoms of such inner feelings of insecurity. So are shyness and withdrawal from the group.

Teachers can help each child gain a feeling of self-confidence from the things that he can do. One of the best ways is by giving

individual assignments and by selecting helpers for classroom duties. Each child should have a chance to do something important—as he is maturing as the person God wants him to be.

Committees

Another way is by dividing the class into committees which will work on specific projects throughout a unit. For example, within one class there may be a map committee, a picture-story-book committee, a bulletin board committee, and a worship committee. Each committee has its chairman and each child will be a member of one group. The teacher acts as guide and resource person to all.

Sufficient classtime will be spent early in the unit to organize the committees and commence work on the project, but thereafter much of the work will be done during pre-sessions and between sessions. At the completion of the unit, each committee will report on and display its completed project. The worship committee will share its work as it leads the closing worship of the unit. This worship may have a special missionary emphasis and the offering may go for missions. (The material produced by the Women's Missionary Society, 3939 Pine Grove Avenue Chicago 13, Illinois, for correlation with the Sunday school ma

material, is "just the thing" to guide us in worship planning.)

Own Situation

As the teacher plans each unit, she must consider her own teaching situation and make the best use of the time and resources available. Some things must be planned in accord with the other junior classes, or with children in other departments. Nearly every church school has a different schedule, but let's consider a typical one.

Trinity Sunday School meets from 9:45 to 10:45 a.m. 9:45 to 9:55 is song time for all the juniors. Other than that, each class is "on its own." Here's how one teacher of juniors plans her day's lesson to fit this schedule.

Miss Smith arrives at the classroom at 9:15 and begins arranging her materials for the class session. Pupils begin arriving somewhat later, and they go right to work on their ongoing committee projects. Or they may follow the teacher's suggestions for other pre-session activities which lead into the day's lesson. From 9:45 to 9:55 all the juniors sing songs they've recently learned and songs that contribute to the unit's study. Usually there is one theme song for a unit, preferably a relatively new song." It will become the chief song for the worship, too.

Conference

After song time the juniors go to their own classrooms. There the teacher and the pupils have a conference. Reporters may tell of the progress in their committee activities, or they may bring up problems confronting them. Then the teacher guides the discussion into the new Bible study (using her plan suggested by lesson materials) and from it helps plan further work by the committees. Then there comes a brief devotional service when a portion of the day's Bible text is elevated to the position of worship. The memory work usually is an appropriate selection. Now, after it has been studied and is understood, it truly becomes God's Word for the individuals in the class, and they respond to it through their prayers of thanks and petition, the offering, and the singing or reading of a suitable hymn or poem. A Bible picture of the day's theme may become a center of attention during the worship. On the last Sunday of the unit, the worship, led by the worship committee, may be longer and may be shared with other classes.

The importance of church school behooves us to provide the best possible equipment. Kramer's booklet, "EQUIPMENT AND ARRANGEMENT," available for

20 cents from the Board of Parish Education, describes what is needed in each department.

Really, the teacher who is prepared has fun as he or she works with juniors. The children are so

eager and so sincere! They are becoming grown up in so many ways! It's a joy to see them developing Christian personalities. What a privilege, and a challenge is ours—we who work with them

As one grows older one is more impatient with subterfuges and shams generally, and increasingly desirous that the "last run" at least should be free from them. The world is apparently so confused that the least one can do for it is to keep one's mental integrity and to hold honestly to such poor wisdom as one has been able to garner on the way.

—JANE ADDAMS